
Multicultural Resource Map, URGE Deliverable University of Tennessee in the Department of Earth & Planetary Sciences

To address the tasks provided by URGE for this Resource Map deliverable, the **URGE Pod** compiled information from university and department websites. **This is a draft Resource Map**, adapted from the "Sample Ph.D. Mentoring Plan" and developed by Dr. Vashan Wright (Woods Hole Oceanographic Institution) and Dr. Karin Block (City College of New York and CUNY Graduate Center), License: [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). Some of these resources will be common to all, but other resources are specific for BIPOC community members.

Arrival at UTK coincides with a series of welcome orientations at the department, graduate school, and university levels, during which time everyone becomes familiar with policies and fundamental expectations. Undoubtedly, there will be many questions while becoming oriented to the department, university, and Knoxville. The following living document is intended to provide information about resources at UTK and in the greater Knoxville area, to help people feel welcome in their new environment, but is not an exhaustive listing of resources. Where the pod recognized topics that need improvement, recommendations are noted with a ➤.

The Resource Map has three sections: (1) Mentoring Resources and Common Practices; (2) Core Work Resources and Common Practices; and (3) Community Support.

NOTE: We aimed to generate a complete Resource Map, predominantly for incoming graduate students, as well as new faculty and staff, including research and teaching postdoctoral research associates. However, the original creators, based on their own backgrounds and experiences, had limited experiences regarding some BIPOC specific resources at UTK and within Knoxville, and were unfamiliar with the authenticity, variety, and quality of some available resources. Moreover, links to organizations and resources do not necessarily imply endorsement, and views of the organizations may not necessarily reflect those of the URGE Pod and members of the department or UTK. Please reach out to UTK URGE pod members with suggestions or comments to help improve this resource.

Mentoring Resources and Common Practices

The purpose of this section is to provide new students, postdoctoral research associates, and faculty/staff hires with common mentoring practices and resources within the department and UTK, with additional resources for professional mentoring outside of the university. Although attempts are made to mentor at all levels, sometimes there are gaps and anyone at UTK is encouraged to make connections with someone, perhaps outside their department, who may understand their experience.

Graduate Students

The graduate student experience at UTK begins with contact by the faculty advisor. They will work with their students to develop a mentoring plan within the first few months in residence, which will include developing a committee and planning a first committee meeting. As part of this mentoring plan, expectations regarding meeting frequency (with the advisor and committee members), expectations for and working relationships with other lab group members, and semester to annual performance and evaluation policies will be detailed. Details of student and advisor responsibilities can be found in the [EPS Graduate Handbook](#).

Mentoring beyond the faculty advisor and committee is available at UTK and can take a variety of forms, including support staff on campus from diverse backgrounds. The [EPS Alumni Advisory Board](#) also provides mentoring for students, particularly related to employment and professional development.

Graduate students may engage with university-wide programs, including with the Graduate School, but also professional society and organization programs:

- [Graduate and Professional Student Professional Development](#), which includes recommendations for graduate students to develop [Individual Development Plans](#) (IDPs). More information about IDPs for students and faculty can also be found at the American Association for the Advancement of Science (AAAS): <https://myidp.sciencecareers.org/>
 - [PEER UTK](#): This program provides many mentoring resources for incoming Ph.D. students. Mentors are STEM [faculty members](#) from across campus.
 - [Multicultural Mentoring program](#): Graduate students may want to gain experience being a mentor, and this program allows that for first-year undergraduate student mentees
 - [Women in STEM Advancing Research, Readiness, and Retention \(WiSTAR3\)](#)
 - [National Center for Faculty Development & Diversity](#) (NCFDD, UTK is a member): this organization is a way to get mentors outside of UTK. The NCFDD is a nationally-recognized, independent organization that provides online career development and mentoring resources for graduate students, as well as post-docs, faculty, and staff.
 - [Center for the Integration of Research, Teaching & Learning Network](#) (CIRTL)(UTK is a member)
 - [Geological Society of America \(GSA\) On To the Future \(OTF\) Program](#)
- **URGE Pod Recommendation:** Formal mentoring expectations and clear policies and plans for graduate student mentoring should be developed at the department level. The [Diversity Action Plan for EPS](#) suggests that graduate students develop IDPs to formalize mentoring, and implementation of this should be done within the department and across all PI's research programs. The purpose of formal mentoring guidelines and IDPs would (1) ensure that all graduate students have access to the same mentoring information, (2) enforce to faculty advisors that formal, adequate, and effective student mentoring is expected and is part of their annual performance evaluation, and (3) provide a path for success for all students.

Postdoctoral Associates

The department developed a mentoring program for teaching postdocs but not for research postdocs, who should have specific mentoring plans developed with whomever is paying for the position, typically the PI who hired them. Although appointment types vary, based on the funding mechanism for the research postdoc, these temporary positions (from one to several years) should include clear expectations for scholarship, research, professional development, and performance should be discussed at least annually. Research postdocs tend to be a hidden workforce in the department and rarely engage in department-wide activities because there are no formal mechanisms to integrate them into the department. The university provides guidance for Individual Development Plans (IDPs) for postdoc scholars, through the [Office of Research and Engagement](#), but formal mentoring programs are not available and formal reporting to the department Head or faculty about a research postdoc's performance is not done at the department level.

Teaching postdocs are similar to research postdoctoral research associates in that they work under the direction of a faculty mentor, but unlike research postdocs who spend all time at the bench, computer and/or in the field, a teaching postdoc works for the department as a whole and spends more time developing teaching skills to become an educator for the future. Teaching postdocs

develop and teach undergraduate courses, can become involved with education and instruction workshops and courses, participate in department service, and should have a prescribed mentor plan. They are expected to teach three courses per year and conduct their own research (e.g., lab/field work, writing publications, applying for grants). They cannot mentor graduate students but can be involved in mentoring undergraduate students in research. Faculty mentors to teaching postdocs can be diverse, and postdocs should have multiple faculty mentors during their appointment. The faculty mentor submits a short summary of the teaching postdoc's performance to the department Head and tenure-track faculty, ideally each semester or at least once a year.

Mentoring of postdocs, beyond a faculty advisor and research group, is available at UTK and can take a variety of forms. Research postdocs can take advantage of resources provided to non-tenure track faculty and graduate students (i.e., library programs, workshops, etc.), and teaching postdocs can engage in College-level programs, including the [Non-tenure Track Faculty Mentoring Matrix](#).

- **URGE Pod Recommendation:** Although the department developed a teaching postdoc mentoring plan (in 2019), common expectations for research postdocs should also be developed at the department level. This would normalize all of the postdoctoral experiences across different faculty programs within the department, and make the research postdocs feel like they are a functioning and important part of the whole department, not only individual PIs.

Faculty/Staff

Faculty mentoring is outlined in the department [Bylaws](#), and is described in detail for new faculty (i.e., assistant professors) and for mid-career faculty (i.e., associate professors). Mentoring is tied to promotion and tenure, and does not necessarily focus on other aspects of a faculty member's life, such as work-life balance, family and parenting issues and needs, and career planning and professional development. Although mentoring is an assigned service assignment for associate and full professors, there is an attempt to mix up diversity and gender representation between mentors and mentees. However, mentor choices are limited based on available associate and full professors each year and to balance their other service assignments. Basically, department-level mentoring has not been very successful and could stand to be improved. There are faculty mentoring resources available through the College and initiatives within the university to enhance mentoring opportunities.

- [Female Faculty Mentoring Matrix](#) in the College
- [Non-tenure Track Faculty Mentoring Matrix](#) in the College
- Office of Provost, [Faculty Mentoring Taskforce](#): This initiative will create one or more formal mechanisms to educate faculty about effective cross-cultural mentoring to BIPOC faculty and students
- [National Center for Faculty Development & Diversity](#): provides online career development and mentoring resources for graduate students, as well as post-docs, faculty, and staff.

At present, mentoring for staff at the department level, as well as within the university, is minimal. Staff that are Lecturers, Senior Lecturer, Distinguished Lecturers, Research Assistant Professors, Research Associate Professors, and Research Professors, can have mentoring opportunities through the [Non-tenure Track Faculty Mentoring Matrix](#) at the College level. Mentoring for Laboratory Managers or other administrative and research staff is done by their PIs, but there is nothing formal, and should seek mentoring outside of the department. Administrative staff mentoring is done within the staff and by the department Head, and is mostly tied to annual performance reviews, but should be spread out throughout the year to enhance professional development.

- **URGE Pod Recommendation:** Within the department, faculty mentoring is assigned as service to more senior faculty and the junior faculty are supposed to initiate the interactions.

There are no set number of meetings required between both parties or requirements that need to be met. Meeting requirements should be formalized, such as annual review of CV, dossier, and associated documents, grant planning, publication planning, student advising and group planning, etc., as well as emphasis for mentor initiation of the meetings rather than by the mentees. Mentees should also be able to select their advising team, rather than be assigned individuals that may not have any connection or relevance to the mentee's needs. This is particularly important in considering effective mentoring for gender and racial diversity.

- **URGE Pod Recommendation:** Department-level mentoring of all staff should be considered.

Broader Professional Mentoring Resources

Anyone new to UTK is encouraged to seek mentoring opportunities when and where available at UTK. However, sometimes mentoring at a broader scale could be beneficial. Here is a non-exhaustive list of geoscience-specific resources, programs, or opportunities, mostly for students:

- Geological Society of America, [How to be a Good Mentor/Mentee](#):
- Geological Society of America, [Career Mentoring](#)
- American Chemical Society, [Finding a Mentor Program](#)
- American Geophysical Union [Mentoring Network](#)
- [LinkedIn Mentoring](#)

Core Work Resources and Common Practices

The purpose of this section is to provide new students, postdoctoral research associates, and faculty/staff hires with common departmental work standard practices, expectations, and resources at UTK or elsewhere that can help with their education (i.e., fellowships, scholarships). The EPS [Bylaws](#) and [Graduate Student Handbook](#) outline information about departmental common policies, standing committees, employment standards and holidays, guidelines for FERPA, Title VI, Title IX, campus policies, etc. These policies are meant to create a common experience for everyone, regardless of status at the university and demographics. The following resources are listed in alphabetical order.

- **Calendars:** There are always a number of campus and community events. Social media sites for many organizations also host event calendars. UTK-specific calendars include:
 - [University Academic Calendar](#) shows the primary academic dates, including any observed holidays.
 - [Campus Events Calendar](#) allows you to search by topic or sponsoring organization. Academic and student-run events are listed here.
- **Code of Conduct:** Become familiar with the [EPS Code of Conduct](#) (p. 30 of Strategic Plan). All students are also governed by a [Student Code of Conduct](#). Details about this are also provided in the URGE Deliverable for Session 2, [Complaints and Reporting Policy](#).
- **Communication:** Members of the department typically communicate face-to-face, by email, and by phone. Recently, use of Zoom for meetings has become common practice, particularly to accommodate individuals who are not on campus. In all modes of communication, we strive for collegiality. Everyone expects prompt responses to inquiries for information, within a reasonable timeframe (e.g., 24 hours) unless someone is traveling or on vacation. For these instances, the recommendation is to use an “out of office” notification for email.
- **Equipment:** Specialty field equipment should be provided by PIs for their research groups for field work or related travel. However, for extended periods of use and for other (i.e., personal) needs, there are resources at UTK and within Knoxville.

- GeoClub Gear Loan: This is a developing opportunity, and anyone in need of equipment should contact [GeoClub](#) officers.
 - [UTK Rec Sports Gear Rental](#)
 - [Outdoor Gear Revival](#)
 - Alumni Advisory Board hardship funds and scholarships can also be used to cover one-time expenses, such as for field gear like a new pair of boots.
- **Reporting Policies:** Many options exist for reporting incidences (bias, harassment, safety, etc.) at the department through the University levels, and options for anonymous reporting are also available, including within the [department](#). Truly anonymous reporting of incidents can be done through the [Office of the Ombuds](#). Reporting options for various incidences are provided in the URGE Deliverable for Session 6, [Safety Plan](#). Everyone should be familiar with the reporting pathways, depending on the severity of the situation and the people involved in the incident.
- **Scholarship Opportunities:** The following advance diversity in the geosciences or are specific for BIPOC students:
 - UTK Access and Diversity Graduate Fellowship
 - Robert Wood Johnson Foundation (Post-Doc, Early Career)
 - Alfred P. Sloan Foundation (PhD, STEM)
 - NASA – Astrobiology Faculty Diversity Program (Early Career)
 - AGI Scholarship for Advancing Diversity in the Geosciences Profession
 - Ford Foundation Fellowship
 - GSA On to the Future (Travel Scholarship)
 - GSA Expanding Representation in the Geosciences Scholarships (Undergraduates)
 - Mellon Mays Undergraduate Fellowship
 - DOE Mickey Leland Energy Fellowship Program
 - U.S. National Park Service - Mosaics in Science (MIS) Diversity Internship Program
 - American Chemical Society Scholars Program
 - Great Minds in STEM Scholarship for Traditionally Underserved or Underrepresented Groups in STEM
 - AfterCollege STEM Inclusion Scholarship
 - Brown and Caldwell – Minority Scholarship
 - The National Association for Black Geoscientists (Scholarships for Undergraduate and Graduate Students)
 - American Geological Institute Minority Geoscientists Scholarship (Undergraduate and Graduate Students)
 - The American Association of Blacks in Energy Scholarship (Undergraduates)
 - Marathon Oil Corporation/United Negro College Fund (UNCF) Corporate Scholars Program
 - UNCF STEM Scholars Program
 - The National Hook-Up of Black Women (NHBW) Scholarship Program - Dr. Arnita Young Boswell Scholarship
 - American Indian Graduate Center - Empowering Scholars Initiative: AIGC Access Scholarships (Graduate Entrance Exams Fees)
 - Bureau of Indian Education/American Indian Graduate Center - Science Post Graduate Scholarship Fund
 - American Indian Graduate Center Special Higher Education Program
 - Wells Fargo American Indian Scholarship Program
 - American Indian Graduate Center Grace Wall Barreda Memorial Fellowship – Public Health and Environmental Studies
 - John Rainer Memorial Fellowship – Continuing AIGC Fellows in all degree areas

- Smithsonian Institution Native American Internship Awards
 - American Indian Services Scholarship (Undergraduate)
 - Souder Miller & Associates (SMA) – (Undergrads, STEM) Native American students pursuing a four-year degree in in STEM
 - American Indian Science and Engineering Society Scholarships
 - American Indian Education Foundation Undergraduate Scholarships
 - Association on American Indian Affairs – Adolph Van Pelt Scholarship (Undergraduate)
 - Association on American Indian Affairs – Allogan Slagle Memorial Scholarship (Undergraduate)
- **Skillset Support Resources:** The following list includes training and guidelines offered at UTK for various ways to improve general professional skill sets, outside of the department and the geosciences specifically:
 - OIT [training](#) to design/draft figures using Adobe Suite/Python/ArcGIS:
 - Proposal writing [training and guides](#)
 - [Media training](#)
 - Public [speaking training](#)
 - [Project management/budgeting](#)
 - Networking [opportunities](#)
- **Teaching Resources:** Faculty, teaching postdocs, and graduate teaching assistants (GTAs) have to teach nearly everyday, and sometimes help may be needed to improve a course or assignment. There are a number of resources offered at UTK through the [Teaching & Learning Innovation](#) group, including:
 - **[Active Learning & Engaged Teaching:](#)** TLI list for active learning and engaged teaching resources.
 - **[Teaching Fundamentals:](#)** Resources for faculty and GTAs who are relatively new to teaching or for those wishing to brush up on the basics.
 - **[Inclusive Teaching:](#)** List of TLI resources dedicated to inclusive teaching practices.
 - **[Assessment:](#)** Resources to support the assessment work of experiential learning opportunities, or evaluation of teaching.
 - **[Experiential Learning:](#)** List of TLI experiential learning, including hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research, studio performances, etc.
 - **[Faculty Central:](#)** Faculty Central is a portal designed to quickly connect faculty with the campus web resources they use most often.
 - **[Campus Resources for Instructors:](#)** Across campus, there are several departments that offer assistance to faculty. To best support faculty and student needs, there are service/resource overviews and contact information for UTK offices.
 - **[The Syllabus:](#)** Syllabus templates, best practices, checklists, and tips.
 - **[Resources for Online Teaching:](#)** Resources to assist in the online classroom.
 - **[Teaching During COVID-19:](#)** Let's hope that teaching strategies for the pandemic is over soon, which has included teaching online, hybrid, and face-to-face, but these resources may be helpful to integrating online assignments into face-to-face courses.
 - **[Center for the Integration of Research, Teaching & Learning Network](#)** (CIRTL) (UTK is a member)
- **Travel for Conferences and Workshops:** Conference, workshop, and other professional travel (i.e., for field work) is encouraged. Typically, research travel for field work and/or conferences for students is funded by the student's advisor, but funding could also come from the department through the [Student Success Fund](#) (SFF). The SFF funds research for graduate thesis

research, undergraduate research projects, and travel for conferences and workshops. Funds are also provided for special needs (e.g., non-course related student field trips). The SFF provides funding for up to one trip per year for students. Graduate student travel support can also come from the [Graduate Student Senate](#).

The URGE Deliverable for Session 6, [Safety Plan](#), outlined safe practices for travel for students, faculty, and staff, including for conferences/workshops. Travel funding was viewed as a safety concern, particularly when students are put into unsafe situations due to lack of sufficient funding for the travel, as well as safety risks due to travel to places with known discrimination practices or similar concerns. Consequently, the URGE pod recommended that all parties discuss pre-activity travel plans, particularly for field work, and that financial considerations be made BEFORE the trip is taken.

Community Support

Attempts to identify an all-inclusive resource for UTK and the Knoxville community were made by the URGE Pod, to find something online like <https://wiki.whoj.edu/>. However, such a resource was not identified. The following lists are meant to orient someone to Knoxville community resources, focusing on housing, support services, off-campus connections, and off-campus retail opportunities.

- **Housing & Living in Knoxville.** Most people who move to Knoxville find rental housing through a variety of online platforms, including Zillow, Apartments.com, and the listings at the [UTK Off Campus Housing](#) website. Most people want to find a community that feels like home. Knoxville has a variety of neighborhoods--urban, suburban, and even rural--that may be appealing and not too far away from campus. Some available resources that describe Knoxville's different neighborhoods include:
 - [Knoxville Neighborhoods](#)
 - [Living with Disabilities in Knox County](#) and [accompanying maps](#) from the Metropolitan Planning Commission
 - [County-wide demographics](#) from the Metropolitan Planning Commission data dashboard
 - The City of Knoxville [Office of Neighborhood Empowerment](#) has information on how to connect with the neighborhood groups in an area

- **Campus & Community Support Services:** There are a number of support services available on campus, including mental health and wellness, and cultural support.
 - UTK [Office of Diversity and Engagement](#) has resources to help you navigate the University and also reach out to the surrounding community.
 - [UTK Counseling Center](#) offers therapy sessions to graduate and undergraduate students, [including group sessions](#) for students of color, trans students, LGBTQ+ students, and international students.
 - [Women's Health Center](#)
 - The [Office of Multicultural Student Life](#) in the Frieson Black Cultural Center offers the [Multicultural Student Life Handbook](#)
 - [Pride Center](#)
 - Introductions to and fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others. [Search UT-affiliate groups here](#),
 - UTK [Big Orange Food Pantry](#) & [Smokey's Pantry](#)
 - [T-Bus](#) and accessible campus [transportation](#)

- There are over 400 UTK student organizations on campus. A number the student-focused organizations support communities of color on campus, including: (all can be found [here](#))
 - Multicultural Mentoring Program
 - Black Cultural Programming Committee
 - Brothers United for Excellence
 - Diversity Educators
 - Sophisticated Queens Unafraid and Driven (SQUAD)
 - Strange Fruit Dance Company
 - Native American Student Association
 - Asian American Association
 - Multicultural Greek Council (there are 6 culturally-based sororities and fraternities: Delta Phi Lambda Sorority, Lambda Theta Alpha Latin Sorority, Sigma Sigma Rho Sorority, Lambda Theta Phi Latin Fraternity, Sigma Beta Rho Fraternity, Lambda Phi Epsilon Fraternity)

- **Off-Campus Connections**
 - The [UTK Libraries](#) has an extensive list of community organizations
 - [Local and Regional Cultural Organizations](#) are available to help connect you with a cultural or spiritual community of interest.
 - [Multicultural events](#) are hosted by many different organizations throughout the year.
 - Knoxville organizations of note within the Black community include:
 - [Beck Cultural Exchange Center](#) hosts Juneteenth celebrations, Kuumba Festival and other community events and speakers throughout the year.
 - [NAACP](#) (Knoxville Branch of the Tennessee Chapter)
 - [Knoxville Area Urban League](#) (East Knoxville)
 - [Black Lives Matter](#) Knoxville (Facebook)
 - [The Bottom](#)
 - [Black Coffee Justice](#)
 - Outdoor Afro [Nashville](#) and [Asheville](#) (Facebook links)
 - [YO STEM](#) and [gSTEM](#) mentorship programs offer opportunities to do outreach among STEM-interested students in the Knoxville & Oak Ridge communities.
 - [Centro Hispano de East Tennessee](#)

- **Off-Campus Retail Resources:** Knoxville and Knox County have many multicultural, ethnic, and BIPOC businesses that provide groceries, dining opportunities, health and beauty (i.e., salons, barbershops, nails), and personal fitness and training. The link directories can help to locate preferred sources or services:
 - [Knoxville Black Business Directory](#)
 - [Centro Hispano de East TN](#)
 - [Hola Hora Latina](#)
 - [Business Directory – Latino Chamber of Commerce East Tennessee](#)

The following table is non-inclusive, but provides examples of retail opportunities in Knoxville:

Multicultural Food & Groceries	Beauty & Health	Fitness & Training
Mi Pueblo (1645 Downtown W Blvd Ste 17)	House of Fades Barbershop (5636 Clinton Highway)	Alpha Body Personal Training (107 W Main St SW Suite 303)
El Girasol (4829 Newcom Ave)	Pure Essence Salon (Suite 5, 5032 Whittaker Dr #2)	Frankies Body Shop, The Gym and Personal Training (3541 N Broadway)
Indian Grocery (8078 Kingston Pike #155)	Hamp's True Definition Barbershop (930 Mulberry St., Loudon)	Fitness Studio 111 (111 N Central St)
Sunrise Supermarket (8509 Kingston Pike)	Tease Hair Salon - specializes in curly and coarse cuts (Suite 5, 5032 Whittaker Dr #2)	
Lucky Asian Mart (7819 Montvue, Center Ct Way)	KIRA/The Spa Suites (5816 Kingston Pike)	
India Market (1645 Downtown W Blvd, U 26)	DevaCurl (032 Whittaker Dr #2)	
Mediterranean Food Market (8373 Kingston Pike)	Gam's Hair Fashions Barbershop (1524 University Ave)	
Turkish Market & Deli (8078 Kingston Pike)	Soul Sisters Wellness and Beauty (1520 N Central St)	
Trader Joe's (8001 Kingston Pike)	King's Beauty Supply (2363 E Magnolia Ave)	
El Tipico (4329 Lonas Dr)	Harper's Naturals (online boutique, made locally; https://harpersnaturals.com/)	
La Flor Mexican Bakery (4809 Newcom Ave)	Natural Aesthetics Diverse Studio (1506 Callahan Dr)	
Oriental Super Mart (3800 Sutherland Ave)	K.C Beauty and Styling (Kristen Coleman, https://www.kccolemon.com/)	